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San Diego, California 92152-7250

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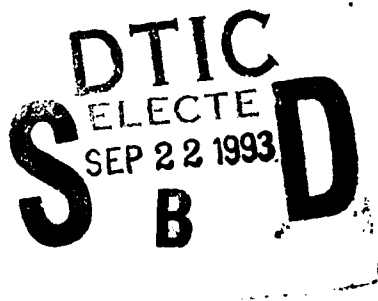
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# **In-Service Motivational Workshop: Draft Instructor Guide**



**Carol A. Robinson  
Barbara E. Taylor  
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August 1993

**In-Service Motivational Workshop:  
Draft Instructor Guide**

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13. ABSTRACT (Maximum 200 words)  The objective of this effort was to design and develop a guide for directors of instruction and training officials to use in conducting in-service motivational workshops. First, a motivational model consisting of five components—attention, relevance, in control, setting goals, and efforts rewarded—was developed. Next, for each of the five components, a list of classroom strategies was developed. Finally, based on the motivational model and list of strategies, a draft guide was designed to guide the workshop leader systematically through the varied tasks needed to prepare for and deliver an effective workshop. This report includes the draft instructor workshop guide.					
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## Foreword

This work was sponsored by the Chief of Naval Operations (N1) as part of the Schoolhouse Enhancement Program project and was conducted within advance development Program Element 0603720N (Education and Training), Work Unit 0603720N.R1772.ET003 (Education and Training Development).

The objective of this effort was to design materials that would assist directors of instruction and training officials in conducting a motivational workshop for in-service training. This technical note identifies the steps and procedures involved in producing the workshop guide and presents the draft product.

J. C. McLACHLAN  
Director, Training Research Department

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## **Introduction**

### **Problem**

The Chief of Naval Education and Training (CNET) established a Model School program in 1987 in response to the need to continually improve the effectiveness and productivity of Navy training. The Electrician's Mate (EM) "A" School at the Naval Training Center, Great Lakes, was designated as the Navy's first model school. It received the most effective instructional techniques and materials and was designed to serve as a model to be followed by other technical training schools.

As a result of instructional productivity gains in the EM "A" School, CNET and the Chief of Naval Technical Training designated six additional sites for model school implementation during FY90.

The Navy Personnel Research and Development Center (NAVPERSRANDCEN) participated in the model school working group. One duty of the working group was to consult with designated school staff to identify problems, required resources, and alternative solutions. Staffs of several of the designated model schools expressed the need to enhance the motivation of their students. Accordingly, CNET requested that NAVPERSRANDCEN explore techniques and technologies for increasing student classroom motivation.

### **Purpose**

The objective of this effort was to design and develop a guide for directors of instruction and training officials to use in conducting in-service motivational workshops. The purpose of the workshop is to give enlisted and officer instructors strategies and techniques for increasing and sustaining the achievement motivation of their students.

## **Approach**

The materials were developed, in large part, from literature reviews, research conducted by NAVPERSRANDCEN, and experience. The emphasis was on the design and development of a guide that would help directors of instruction and training officials to conduct an effective in-service motivational workshop.

The first step was the development of a motivational model for the workshop. This model is based on a review of the motivation literature as well as research conducted by NAVPERSRANDCEN. Five components of the model form the acronym ARISE. These components are: **A**ttention, **R**elevance, **I**n Control, **S**etting Goals, and **E**fforts Rewarded.

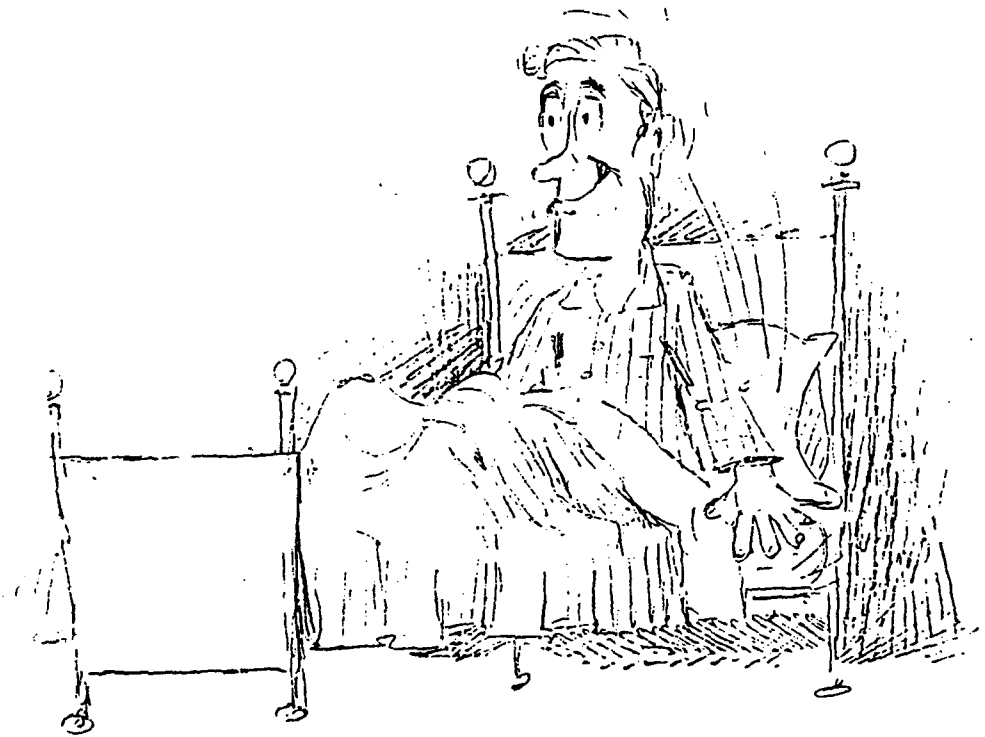
- Attention refers to arousing student curiosity so that learning can occur.
- Relevance refers to helping students make a connection between what they learn at school and what future courses and job assignments will require. If students can see how the materials taught in class relate to their lives, they will be more motivated to learn.

**Appendix**  
**Instructor Workshop Guide**

# **DRAFT**

# **ARISE**

**To Higher Levels of Motivation  
In the Navy Classroom**



## **Instructor Workshop Guide**

**Prepared by**

**Navy Personnel Research and Development Center  
San Diego, CA**

# **DRAFT**



March 1991

# **ARISE**

**To Higher Levels of Motivation  
In the Navy Classroom.**

## **Instructor Workshop Guide**

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## WORKSHOP LEADER'S GUIDELINES

These guidelines are intended to prepare you to conduct the motivation workshop. The workshop that you will be conducting consists of two major sections:

1. Importance of the workshop.
2. Five motivational concepts:

A ttention  
R elevance  
I n Control  
S etting Goals  
E fforts Rewarded

The first section, discusses the importance of attending to student motivation and some misconceptions about student motivation.

The second section, which is the heart of the workshop, presents five known-to-be-effective concepts for increasing the motivational level of students. ARISE is the acronym that represents the general concept for motivating study behaviors in classroom students. The presentation of each of the concepts follows the same format. First, a working definition and background for each concept is presented. Second, specific techniques embodied by the major concept are explained. All techniques are not applicable for every training situation or site. You, as the workshop leader, must review the techniques presented in this manual and select those that are relevant to your site.

### Guide Features

The workshop and guide have several features or aspects with which you will wish to become familiar.

1. You can use this guide as a word-for-word script. However, we strongly suggest that you become so familiar with the content that you use it only as a reference.

2. A trainee's workbook for note taking accompanies your presentation. **You should also become familiar with the trainee's workbook so that you can introduce it to the class.**

3. The workshop guide includes group exercises or demonstrations. These exercises reinforce the techniques and tailor the application of a particular technique to a specific training situation. All exercises (example below) are presented in a boxed format in the manual.

**Example**

**Class Exercise**

Divide the class into groups of five and have them think of additional techniques to increase student attention.

4. The guide also presents reminders and suggestions to you in the following boxed format.

**Example**

**Workshop Leader's Note:**

Present **all** of the information below as written or in your own words.

5. Placement of overheads during your presentation are indicated in the guide in the following format.

**Workshop Leader's Note**

Change to the next slide----- **REASONS WHY STUDENT MOTIVATION IS IMPORTANT** ----slide number 1

Slide

**REASONS WHY STUDENT MOTIVATION IS IMPORTANT**

**Student Motivation Increases:**

- Attention
- Interest

6. Each of the major section begins with an outline or overview of its content. If you choose not to use the manual as a word-for-word script, use this outline as a reference during your presentation.

7. This outline is reproduced on many of the pages facing the presentation guide to remind you where you are in your presentation.

8. Each major section has an appendix which contains hardcopies of the overheads.

9. Handouts are found at the end of each section.

10. The study skill lessons referred to during the workshop are included as a separate package.

## **Preparing for the Workshop**

Before your presentation, make the following preparations:

- ☐ Have transparencies made from the overhead hardcopies found in the appendices.
- ☐ Secure overhead projector and screen.
- ☐ Arrange for the Commanding Officer, Executive Officer or other responsible official to visit the workshop.
- ☐ Get fliers of the U.S. Navy Apprenticeship Program for your class.
- ☐ Get fliers of the Navy Campus Program flier for your class.
- ☐ Make copies of the sample personal goal plan found at the end of the Setting Goals section.
- ☐ Make copies of the sample course syllabus found at the end of the In Control section.
- ☐ Make copies of the goal tracking mechanisms found at the end of the Setting Goals section.
- ☐ Make sure you have a copy of study skills package to take to class with you.

## **After the Workshop**

Conducting this motivational workshop is only the first step to establishing a successful program for motivating the students at your school. Following your presentation, the instructors will have a fuller understanding of how to motivate their students. It is then your responsibility to see that the instructors apply these beneficial techniques.

To ensure that your school's training program fully benefits from the motivational workshop, there are several things that you must do during and

1. Record the highlights and results of all discussions. Be sure to incorporate new ideas and techniques in future workshops.

2. Set up a plan on how these ideas and techniques will become integrated into the training system.

3. Make the plan happen!

**[START OF WORKSHOP]**

**Workshop Leader's Note**

Present all of the information in the following sections as written or in your own words.



## IMPORTANCE OF THE WORKSHOP

### Workshop Leader's Note

Reminder: Present the information below as written or in your own words.

### Introduction

Before getting started, think of a class that you taught recently. Was everyone attentive and interested in your presentation? Or, did some students look as though being in your class was the last thing on earth they wanted to do? Were some of them dozing or staring off into space? Have you wondered what you could do to capture their interest?

Most of you are experienced instructors and could probably produce a good list of motivating characteristics for instruction. However, you may not have a clear grasp of what is actually involved in motivating students to perform at their best without issuing a direct order.

The objective of this workshop is to make you, the instructor, aware of such motivational factors and enable you to guide your students so that they will willingly perform appropriate study behaviors.

I'll break motivation down into five useful concepts. Each concept encompasses many practical techniques that you can apply in the classroom.

**Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide----WHY PAY ATTENTION TO STUDENT MOTIVATION---slide number A-1

Slide

**WHY PAY ATTENTION TO STUDENT MOTIVATION?**

[Graphics: Navy instructor scratching his head.]

But first, I would like to discuss why motivation is important and some erroneous assumptions regarding student motivation.

**Why attend to student motivation?**

I want you to give me reasons why we as instructors should spend our scarce and valuable time to study this topic that seems so unrelated to the actual courses that we teach.

**Workshop Leader's Note**

List the responses on the board, then relate them to the reasons listed in the following overhead:

**Workshop Leader's Note:**

Reminder: Present the information below class as written or in your own words.

**Workshop Leader's Note:**

Change to the next slide---- **REASONS WHY STUDENT MOTIVATION IS IMPORTANT** -----slide number A-2

Slide

-----  
**REASONS WHY STUDENT MOTIVATION IS IMPORTANT**

**Student Motivation Increases:**

- Attention
- Interest

**Which in Turn Increases:**

- Student participation.
  - Student class achievement and performance.
  - Student satisfaction.
  - Job performance.
- 

We all agree that student motivation is important because it is related to the basic building blocks of learning: arousal of attention and interest. Attention and interest in turn are responsible for high levels of student participation, achievement, satisfaction, and, ultimately, job performance.

### **Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

### **Workshop Leader's Note**

Change to the next slide---- **ERRONEOUS ASSUMPTIONS** -----slide number A-3

Slide

---

### **ERRONEOUS ASSUMPTIONS**

- Students are either motivated or not motivated. Nothing can change this.
  - There is not enough time to deal with irrelevant topics like motivation.
  - Students cannot be motivated to learn technical subject matter.
- 

### **Erroneous Assumptions**

Motivating your students to perform appropriate study behaviors is the main intent of this workshop. But first let's cast aside any previous erroneous assumptions you may have regarding student motivation. Here are three that you may recognize: (1) Students are either motivated or not motivated. Nothing can change this (2) There is not enough time to deal with irrelevant topics like motivation, and (3) Students cannot be motivated to learn technical subject matter.

### **Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

### **Workshop Leader's Note**

Change to the next slide---- **Students are either motivated or not motivated. Nothing can change this.** ----slide number A-4

Slide

-----  
**THE TRUTH ABOUT ERRONEOUS ASSUMPTION:**  
**Students are either motivated or not motivated. Nothing**  
**can change this.**

**This statement is erroneous because:**

Instructors CAN increase student motivation by:

- Increasing student attention.
  - Making course relevant to future needs.
  - Creating sense of student being in in control.
  - Encouraging students to set goals.
  - Rewarding efforts.
- 

Students may appear to have fixed motivational levels, but, in reality, you can influence motivation by several factors under your control. For example, you can implement techniques that increase student attention, make the course subject matter relevant to future courses and job assignments, facilitate student sense of being in control of the learning process, encourage students to set goals for the course, and see that their efforts are rewarded. These are the same five motivational concepts that I shortly will be telling you about. **These techniques can be effective in increasing classroom motivation.**

**Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide---- **There is not enough time to deal with irrelevant topics like motivation.** ----slide number A-5

**Slide**

-----  
**THE TRUTH ABOUT ERRONEOUS ASSUMPTION:**

**There is not enough time to deal with irrelevant topics like motivation.**

**This statement is erroneous because:**

Motivated students:

Speed up the course pace and save time and money.

Retain more.

Achieve more.  
-----

Although you may be convinced of the possibility of increasing the motivational levels of students, you may feel that it takes too much time to do so. Implementing motivation techniques saves time. Increased motivation leads to increased student listening and attention. In turn, increased attention leads to better retention of information and to higher student achievement. The time that you'll take to implement motivational techniques will be well spent.

**Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide---- Every subject can be interesting if motivational techniques are considered ----slide number A-6

Slide

-----  
**THE TRUTH REGARDING ERRONEOUS ASSUMPTION:**  
**Students cannot be motivated to learn technical**  
**subject matter.**

**This statement is erroneous because:**

Every subject can be interesting if motivational techniques are considered.

-----

Navy Courses Can be Interesting. Again, concern with increasing the attention of the student, making the course subject matter relevant, facilitating the student sense of being in control of the learning process, encouraging the students to set personal goals, and seeing to it that course efforts are rewarded, can excite enthusiasm for the subject matter.

**Personal Notes**



# ARISE

## FIVE MOTIVATIONAL CONCEPTS

### Workshop Leader's Note

Reminder: Present the information below as written or in your own words.

### Workshop Leader's Note

Change to the next slide---- **ARISE!** ----slide number B-1 .

Slide

-----  
**A R I S E !**

A ttention

R elevance

I n control

S etting goals

E fforts rewarded  
-----

Now, we have reached the heart of this workshop, the five motivational concepts and the practical techniques that you can use to implement each concept and obtain the desired study behavior. The five concepts are: Attention, relevance, in control, setting goals and efforts rewarded.

The acronym **ARISE** encompasses the five motivational concepts that I shortly will be covering.

Attention refers to arousing student curiosity so that learning can occur.

Relevance is helping students to make a connection between what they learn at school and what will be required for future courses and job assignments. If students can see how the materials taught in class relate to their lives, they will be more motivated to learn.

In control refers to creating a training environment in which students will have a sense of control over their own learning process. Students feel strong and confident when they feel in control and the master of their own fate.

Setting goals is helping students set and achieve specific class related goals. The more specifically students state their goals, the more likely they will be to achieve them.

Efforts rewarded is reinforcing student accomplishments with extrinsic rewards. This concept stands for the satisfaction that students experience for a job well done.

These concepts embody much of what we currently know about student motivation. They are empirically based and are derived through research.

**I. ATTENTION**

**Workshop Leader's Note: Overview**

**A. Student/Instructor Interactions**

- Address students by name.
- Use your voice effectively.
- Use positive body language.
- Capitalize on student diversity.

**B. Learning Environment**

- Non-threatening.
- Challenging.
- Interesting.
- High expectations.
- Unpredictable

**C. Classroom Applications**

- Start with questions.
- Address questions to specific students.
- Encourage student participation.
- Vary sequence.

**Workshop Leader's Note**

Reminder: Present information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide---- **ATTENTION: Working Definition** ----  
slide number B-2

Slide

-----

**I. ATTENTION: Working Definition**

**Arousing student curiosity.**

**[Preliminary Sketch No. 5]**

-----

**Working Definition.** Attention refers to the ability to capture or arouse the curiosity of students. Gaining this attention is the first step toward enhancing student motivation.

**Background.** We all know that students must pay attention if they're going to learn. But, capturing student attention can be very difficult, especially when the subject matter is highly technical or boring. Arousing a sense of curiosity, breaking the monotony of a presentation, and developing student/instructor relations, can be very effective ways of arousing attention. The more difficult task, of sustaining the attention, once captured, is the concern of the other four motivational concepts.

**Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide---- **ATTENTION-TECHNIQUES** ----slide number B-3

Slide

-----  
**ATTENTION-TECHNIQUES**

Emphasize:

- A. Student/Instructor Interactions
  - B. Learning Environment
  - C. Classroom Applications
- 

**Techniques.** There are a number of proven and effective techniques for enhancing student attention. The techniques presented here emphasize student and instructor interactions, learning environment, and instructor presentation. Some of these techniques have been covered in your basic Instructor Training course, but some may be new to you. Let's start with student/instructor interactions.

### **Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

#### **A. Student/Instructor Interactions**

Develop effective relationships with your students by getting to know them individually and being interested in their progress. Here are some suggestions:

### **Workshop Leader's Note:**

Change to the next slide---- **A. Student/instructor interactions** ----  
slide number B-4

Slide

### **ATTENTION-TECHNIQUES**

#### **A. Student/Instructor Interactions**

- Address students by name.
- Use your voice effectively.
- Use positive body language.
- Capitalize on student diversity.

**Address students by name.** Establish a relationship with your students and demonstrate your personal interest in them by learning and using their names in class. This is a simple but very powerful method of increasing student interest and commitment to learn. A way to learn student names is to place name cards in front of each student at the beginning of the course. Another technique is to have and use a seating chart to learn student names. Effort exerted by you, will pay off with better student performance.

**Use your voice effectively.** The intonation of your voice can also convey your interest and excitement, or your boredom and insecurity. What you say may be interesting, but, if you say it in a monotone, it quickly loses its importance. Be conscious of your voice intonation as you lecture. Voice fluctuations play an important role in motivating students. Throughout your lectures make it a point to vary both the intensity and intonation. One of the best methods to monitor the quality of your own voice is to use a tape recorder to record your presentation. In addition, it may be worthwhile to have a fellow instructor observe your teaching and provide constructive feedback to you about your voice and general instructor demeanor.

**CONTINUE**

Use **positive body language** Your body, as well as your words communicate. Your posture conveys your motivation, interest, and involvement in teaching.

**Workshop Leader's Note:**

Change to the next slide----Positive body Language----slide number B-5

Slide

**ATTENTION-TECHNIQUES**  
**Positive Body Language**

[Graphic: Preliminary Sketch No. 3]

Stand straight, well balanced, and relaxed. Maintain direct eye contact with each student, but don't stare. Use relaxed hand gestures. Of course, these techniques were covered during Instructor Training. But are you really applying them?

**CONTINUE**



### Class Exercise

To demonstrate the importance of body language and voice intonation, have a couple of volunteers come to the front of the class and recite the sentence below in the following manners:

1. Standing with their weight on one leg, hands in the pocket, looking beyond the class, and in a monotone voice.
2. Using all of the positive behaviors mentioned before.

"After attending this workshop, I will know how to effectively motivate my students."

**Capitalize on student diversity.** No two students are completely alike. People vary in personality, body build, skin color, gender, and cultural background. Unfortunately, cultural and gender differences are sometimes erroneously thought to reflect differences in abilities or aptitudes. **Be aware of possible personal prejudices about women and minorities. Recognize the strengths of these people represented in the classroom.** These are positive steps towards ensuring equal and fair treatment and evaluation in the classrooms.

In addition to gender and race, individuals also differ in personality. For example, some students tend to be quiet or introverted while others are more vocal and extroverted. Both extroverts and introverts can be high achievers. Avoid making hasty judgments about achievement potential based on these personality differences. **Encourage all students to ask questions if they don't understand the material. If several students have their hands raised, look for and recognize the student who has not spoken much.**

Students also differ in learning styles. Some are analytical, while others are more holistic in their thought patterns. Individuals with both learning styles can excel academically in training courses. **Again, realize that these differences do not reflect upon the potential academic achievement of students.**

### **Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

### **B. Learning Environment**

The second attention enhancing technique addresses student perceptions of the atmosphere in the classroom. Some important aspects of a learning conducive classroom environment include the following:

### **Workshop Leader's Note**

Change to the next slide---- **B. Learning Environment** ----slide number B-6

Slide

---

### **ATTENTION-TECHNIQUES**

#### **B. Learning Environment**

- Non-threatening.
  - Challenging.
  - Interesting.
  - High expectations.
  - Unpredictable.
-

**Non-threatening.** Setting a non-threatening environment means that you convey to students your appreciation and respect of them as people. Often instructors make critical remarks that are intended to be funny to motivate their students. These negative comments can lower self-esteem and are very counterproductive to your objectives as an instructor. Negative remarks about an individual's appearance or background, while seemingly funny to some, can be quite personally destructive. A person who has been shamed or humiliated will not be receptive to learning.

**Class Exercise**

Ask the attendees to tell of how and when an instructor humiliated them as students and how they felt at the time.

**Challenging.** For students to be motivated, a class must also be challenging. Since no two students are exactly alike, what is challenging to one, may not be to the other. Structure your course so that all students are academically challenged regardless of ability. Make up test or quiz items that contains several difficult or challenging items. Also, vary the depth of knowledge required throughout assignments. Set a minimal level of course material comprehension and understanding and build other competency level on this basic level.

**Class Exercise**

Ask the attendees to think of additional ways to make a class challenging. Also, have them report on things that they've tried that did not work.

**Interesting.** There are several techniques that you can do to make the subject matter more interesting. Invest time to locate and include examples and facts that are generally interesting and relate them to the subject matter. Show films, have guest speakers, demonstrate how the learning concepts relate to the operational Navy, and use personal experience to teach course concepts. This is, indeed, the occasion to tell the "sea-stories." Stories can be powerful tools to stimulate interest and curiosity about the subject matter. Using stories also gives you an opportunity to relate the learning task to the actual job that will ultimately be performed by the student. **And most important--your own interest in the subject matter will to a great extent determine student interest.**

#### Class Exercise

Ask the attendees to suggest additional ways of making a class interesting. Also, have them report on techniques that did not work for them.

**High expectations.** A number of research studies show that what teachers expect of their students affects their achievement. In one study, an instructor was told that the next class consisted of extremely bright students; in fact, the students had been identified as learning failures. Because of the instructor's positive expectations of the student ability, the students scored significantly higher on all tests than had previous classes of average abilities. **If you behave as though you expect professional, studious, and successful behavior and believe that you can help all students despite the obstacles they present, then that is what you will get.**

**Unpredictable.** Unpredictable refers to anything that is different, or out of the ordinary. Almost any sudden or unexpected change will activate the student attention. Although it is wise to provide students with clear course plans, incorporate events and activities that are unexpected, novel, and even humorous to the student. Introduce unexpected material or information that relates to the class. A sudden change in voice level is also effective. To break the classroom routine, invite a guest speaker to come to give a talk. The Commanding Officer or the Executive Officer can be excellent choices.

In addition, there is a growing body of research suggesting that our environment, including the furniture and lighting, affects mood and attention. Rearrange the furniture periodically to create change and, thereby, increase arousal and motivation.

#### **Workshop Leader's Note**

Incorporate the last strategy into the workshop by having the Commanding Officer or Executive Officer or other responsible officials, drop in during the workshop.

**CONTINUE**

### **Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

### **Workshop Leader's Note**

Change to the next slide---- C. Classroom Applications -----slide number B-7 x

Slide

---

### **ATTENTION-TECHNIQUES**

#### **C. Classroom Applications**

- Start with questions.
  - Address questions to specific students.
  - Encourage student participation.
  - Vary sequence.
- 

#### **C. Classroom Applications**

Our last attention enhancing technique deals with challenging the student to think and become actively involved. Plain lectures or one-way communication, even if interesting, fails to arouse students. Use the following strategies to promote this type of behavior: start with questions, address questions to specific students, encourage student participation, and vary sequence.

**Start with questions.** Beginning a lecture with questions can stimulate interest in the subject matter, direct the student thoughts toward the day's topic, and lead them toward seeking knowledge. In addition, ask questions throughout the lecture to maintain that interest. The questions can be designed to raise the student curiosity about such things as relationship to job performance, what was just learned, and how it applies to the current task.

**Address questions to specific students.** Directing questions to specific students:

- Keeps attention and motivation high.
- Provides feedback on student understanding of course material.
- Provides students with an opportunity to share what they know, which helps them to retain facts.
- Challenges students to thoroughly prepare for the class.

**Direct questions to students in a respectful and non-threatening manner.** Since you are trying to build a student self esteem, never belittle a student who gives a wrong answer. Asking questions simply provides students with an opportunity to think for themselves and to use or apply the knowledge gained. Also, ask various students questions rather than always calling on the same ones. Encourage students even when they give a partially correct answer.

**Encourage student participation.** Whenever possible use strategies that require students to participate in the learning process. Let them inspect equipment, demonstrate a procedure, or relate their job experiences. Actively-involved students pay attention and are motivated to learn.

**Vary sequence.** The normal sequence of classroom activities starts with a warm-up activity, short lecture, followed by a demonstration and exercise. This sequence can be reversed or varied to keep motivation up.

**Class Exercise:  
Section Wrap-up**

Break the class into groups of 4-6 people. Try to assemble each group on the basis of type of course taught.

Have each group select a group leader who will briefly review the techniques for this section and lead a discussion on which techniques should be considered for implementation in their classrooms. Have the groups come up with other techniques that would increase student attention. Results of the discussions should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

**Workshop Leader's Note**

Record the results and related discussion of the wrap-up exercise. This information will help you determine which techniques you should consider as part of your school's training system.



## Personal Notes

## II. RELEVANCE

### Workshop Leader's Note: Overview

#### A. Training Relevance

- Arrange for viewing of equipment.
- Set up student/graduate interactions.
- Relate subject matter to known concepts.

#### B. Navy Job Relevance

- Link subject matter to tasks.
- Invite speakers.
- Show videos/films.
- Arrange for field trips.

#### C. Future Career Relevance

- U.S. Navy Apprenticeship Program.
- Navy Campus Program.

**Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide----- **RELEVANCE: Working Definition** ----  
slide number C-1

Slide

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**RELEVANCE: Working Definition**

**Connecting course content with future courses and job assignments.**

**[graphic-Preliminary Sketch No. 6.]**

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**Working Definition.** Relevance refers to connecting what is learned at school with what will be required later, typically, on the job.

**Background.** Relevance is another essential motivational concept. Making materials relevant and real to the students can stimulate interest and increase performance. Students are more likely to remain attentive when they know that future learning or job requirements are directly related to their present learning experiences.

**Workshop Leader's Note**

Change to the next slide---- **RELEVANCE-TECHNIQUES** ----slide number C-2

Slide

-----  
**RELEVANCE-TECHNIQUES**

Emphasize:

- A. Training Relevance
  - B. Navy Job Relevance
  - C. Future Career Relevance
- 

**Techniques.** The techniques presented in this section emphasize training relevance, Navy job relevance, and future career relevance.

We will start with training relevance.

**Workshop Leader's Note**

Change to the next slide---- **A. Training Relevance** ----slide number C-3

Slide

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**RELEVANCE-TECHNIQUES**

**A. Training Relevance**

- Arrange for viewing of equipment.
  - Set up student/student interactions.
  - Relate subject matter to known concepts.
-

## **A. Training Relevance**

You, the instructor can emphasize the applicability of your present courses to future course requirements. For lengthy courses, students may sit through weeks of lectures before they even get to see the equipment they will be required to work on in the lab. Help the students make the connection between the knowledge acquired in the classroom and future class requirements. Here are several suggestions to accomplish this.

**Arrange for viewing of equipment.** Allow students to tour the labs and see the equipment that they eventually will be working on during the early phases of the course. If it is not possible to view actual equipment, provide pictures or slides of the equipment.

**Set up student/graduate interactions.** Also, during the early phases of the course arrange for your students to talk with students who are in later stages of the course. Courses that are prerequisites for follow-on courses can become relevant by having students from the follow-on course brief your students on their experiences and how your course prepared them for what they are now studying.

**Relate subject matter to known concepts.** Although this is more of a teaching tool, it is important to note that, when presenting instructional material, you should try to relate the subject matter to concepts and objects that are commonly understood by students. In such cases it may be helpful to use analogies and examples that include common experiences. For example, on a very superficial level, atoms and particles in electronic courses can be likened to the solar system, something that is more widely understood.

### **Class Exercise**

Ask the class to mention concepts that students often find difficult to learn. Then, have the class brain-storm on the creative use of analogies for these difficult concepts. Really spend time on this exercise and be sure to write down any ideas that come out of the effort. There will probably be a number of ideas or analogies that they can use immediately in their courses.

### **Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

### **Workshop Leader's Note**

Change to the next slide---- **B. Navy Job Relevance** ----slide number C-4

Slide

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### **RELEVANCE-TECHNIQUES**

#### **B. Navy Job Relevance**

- Link subject matter to tasks.
  - Invite speakers.
  - Show videos/films.
  - Arrange field trips.
- 

#### **B. Navy Job Relevance**

Job relevance is also important to increasing student motivation. If students can see the value of the classroom subject matter being presented to future jobs, they will be more motivated to learn. You need to make the link between the course material and the specific operational activities in which the students will eventually be involved. You can accomplish this in several ways. There are several different ways that you can accomplish this. Some of the following ideas may not be possible to apply. These are provided as possible ways to improve the quality of instruction.

**Link subject matter to tasks.** During classroom activities, you should consciously make links between the course subject matter and common tasks in the operational Navy.

**Invite speakers.** Invite speakers from the operational communities to share their use of the knowledge gained through your course and what they do on the job.

**Show videos/films.** Use videos or films to show the use of course knowledge on the job. Even if the videos are relatively amateurish, the students will enjoy and benefit from this learning opportunity.

**Arrange for fields trips.** And, ideally, arrange for field trips so that your students can see Navy personnel performing actual job related tasks. While this may not be practical in many cases, some field trips may be possible.

**Workshop Leader's Note**

Change to the next slide---- **C. Future Career Relevance** ----slide number C-5

Slide

-----  
**RELEVANCE-TECHNIQUES**

**C. Future Career Relevance**

- U.S. Navy Apprenticeship Program
  - Navy Campus Program
- 

**Workshop Leader's Note**

Pass out copies of the U.S. Navy Apprenticeship Program and Navy Campus Program fliers to your class.

### **C. Future Career Relevance**

The last area of consideration, is the relevance of course work to possible future careers in the civilian world. Encourage your students to investigate the U.S. Navy Apprenticeship Program and the Navy Campus Program.

The U.S. Navy Apprenticeship Program allows for Navy school and work experience to be applied for journeyman credit in various trades.

The Navy Campus Program allows for school and work experience to be counted toward college or vocational credits. Seventy-five percent of U.S. colleges will accept these credits, providing that they fit into the college program.

Your students can get specific information on these programs from your school's career counselor. You should also have some knowledge about these programs so you can give your students the details of each program.

#### **Class Exercise: Section Wrap-up**

Break the class into groups of 4-6 people. Try to assemble each group on the basis of type of course taught.

Have each group select a group leader who will briefly review the techniques for this section and lead a discussion on which techniques should be considered for implementation in their classrooms. Have the groups try and come up with other techniques/strategies. Results of the discussions should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

#### **Workshop Leader's Note**

Record the results and related discussion of the wrap-up exercise. This information will help you determine which techniques you should consider as part of your school's training system.



Personal Notes

### III. IN CONTROL

Work Shop Leader Note: Overview
<p>Success Opportunities</p> <ul style="list-style-type: none"><li>• Make course requirements clear.</li><li>• Make course requirements attainable.</li></ul> <p>Student Ownership</p> <ul style="list-style-type: none"><li>• Allow self scoring.</li><li>• Provide class options.</li><li>• Solicit suggestions/criticism.</li><li>• Encourage students to set goals.</li></ul>

**Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide---- **IN CONTROL (CONFIDENCE-BUILDING TECHNIQUES)** ----slide number D-1

Slide

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**IN CONTROL (CONFIDENCE-BUILDING TECHNIQUES)**  
Creating an environment in which students will have a sense  
of control over their learning process.

[Preliminary Sketch Number 7]  
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**Working Definition.** In Control refers to creating an environment in which students will have a sense of control over their learning process.

**Background.** Most people enjoy feeling that they have a degree of control over their lives. Creating an atmosphere where the students feel as if they are in control of their learning is extremely motivating to students. Research has shown that the drive to achieve is directly related to the sense of control students perceive they have over their learning. In most learning situations, control is often and completely in the hands of the instructor--you. A delicate balance between guidance and independence will ensure the best motivation, instruction, and learning. You can achieve this balance by careful consideration of the classroom procedures involving control of the learning situation and providing students with some opportunities for making choices.

### **Workshop Leader's Note**

Change to the next slide---- **IN CONTROL-TECHNIQUES** -----slide number D-2

Slide

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### **IN CONTROL-TECHNIQUES**

Emphasize

- A. Success Opportunities
  - B. Student Ownership
- 

**Techniques.** Two techniques in this section--success opportunities and student ownership--serve to create a balance by giving the student an increased sense of control over their learning process.

#### **A. Success Opportunities**

To foster in students a sense of being in control over their own learning process, it is critically important for students to be successful on a regular basis. Design your courses to ensure that all students have an opportunity to experience meaningful success experiences as soon as possible in the classroom. These experiences can be fostered by: making course requirements clear and attainable.

**Workshop Leader's Note**

Change to the next slide---- A. Success Opportunities -----slide number D-3

Slide

-----  
**IN CONTROL-TECHNIQUES**

**A. Success Opportunities**

- Make course requirements clear.
  - Make course requirements attainable.
- 

**Make course requirements clear.** Letting the student know what will be expected of them is a very simple way to help the student achieve success. Students will have a higher chance for success if the academic objectives and expectations, and criteria for evaluation of any test or unit of learning are made clear to them.

Do not wait until the course has begun to plan your exams, assignments and grading criteria. At the start of each class, provide your students with a course syllabus that lists, course objectives, criteria for passing grades, major units of study, and test/quiz dates. Also distribute a detailed outline of each major unit of study to the students.

**Workshop Leader's Note**

Distribute to your class copies of the sample course syllabus.

### Class Exercise

Ask the class to think of additional ways to make course requirement clear.

**Make course requirements attainable.** There are a number of ways that you can help make your course requirements attainable so that your student can experience a sense of success:

1. Make your exams, assignments, and expectations of students attainable. Assign practice papers of a reasonable length. More practice does not necessarily make perfect. It is very discouraging for students to know that the assignments and exams are so difficult or long that they cannot complete them.

2. If possible, break down each major assignment into the steps needed to accomplish them. Breaking it out into incremental steps, you may want to indicate to your students subject areas for which they should have gained some mastery by specified dates. This helps students to better prepare and be sensitive to the timing and depth of knowledge required.

3. Divide the class into more than one group for teaching certain basic skills/concepts when students have vast differences in abilities.

4. Have students work with partners on practice papers, reports, reviews, etc.

5. Be organized and efficient, and establish a routine that students can rely on.

6. Make special provisions for students who have trouble reading the text.

- Provide several different texts.
- Have students listen to tape recordings of the text. Good readers can make the tapes.
- Work with a partner.

- Individualize the questions you use, both oral and written; i.e., use high level questions for students who need to be challenged, low level questions for students with less sophisticated skills. Discuss all questions at the same time so that all students benefit from all question.

It is expected that most students will fail at some point or another in their Navy training. In the past, experiencing failure was thought to be detrimental to students. More recent studies show that experiencing failure is a positive and integral part of learning. It is the feedback given to students on why they failed that determines whether failure is constructive or detrimental. **When failure occurs, explain it with the use of inappropriate learning strategies.** With this type of explanation you are likely to get from your students an enthusiastic search for a new strategy coupled without feelings of guilt or shame. Suggest to your students alternative strategies for learning, studying, and problem solving.

Encourage your students to develop, and test new study strategies, such as peer tutoring, student made quizzes, notetaking, and memorization.

I have available a Study Skill package that was developed specifically for the Job Oriented Basic Skills Course. But, the information in it is appropriate for any course. The package covers: the use of memory aids, concentration management, managing study time, test taking skills, and reading comprehension.

I recommend that you make copies made of this package for your students to use.

#### Class Exercise

Ask the class to think of additional ways to make course requirements attainable.

### Workshop Leader's Note

Change to the next slide---- **B. Student Ownership** ----slide number  
D-4

Slide

### IN CONTROL TECHNIQUES

#### B. Student Ownership

- Allow self scoring.
- Provide class options.
- Solicit suggestions/criticism.
- Encourage students to set goals.

#### B. Student Ownership

After you have created an environment that ensures that all students have an opportunity to experience success, the next step is to develop a sense of ownership and control of their class preparation and their performance. To the extent possible, allow self-scoring, provide class options, solicit suggestions/criticism, and encourage students to set goals:

**Allow self scoring.** Allow for self-scoring on some of the daily assignments, exercises, and quizzes. Self-grading contributes to student ownership of their study habits and resulting performance. Another option for scoring is to let students exchange quizzes for grading. Certainly, some tests or assignments should be scored by the instructor. For practice papers, post an answer key. Letting students do some of their own scoring enables the student to take more individual responsibility for their learning.

**Provide class options.** Having options require students to thoughtfully examine alternatives. The choice of an option increases one's interest in, commitment to, and responsibility for the outcome. Allow students to make as many choices as possible. For example,



1. Give alternative assignments. Allow students to occasionally designate their own assignments. Provide extra points to students for completing extra assignments.

2. Allow for options in study times, places, and partners.

3. Provide options in testing such as optional challenge items for bonus points.

4. Provide alternative remedial activities such as, CAI programs, tutorial study, independent study. Assign students to serve as peer tutors for other students.

5. Set multiple mastery levels--such as, minimum mastery, superior mastery, and supreme mastery--and allow your student to select their own mastery level for each major learning event. Give extra points for attaining certain levels.

**Solicit suggestions/criticism.** Control of one's environment implies constant attention and constructive criticism. Undesirable situations become **problem-solving situations** rather than **problem-generating situations** when your students are encouraged to give constructive criticism. Opportunities for criticism can be fostered by:

1. Providing suggestion boxes. Publically recognize suggestions that are found to be effective.

2. Presenting instructional problems to students, and providing opportunities to discuss them, and elicit suggested solutions.

3. Allowing students multiple opportunities to evaluate instructors, course materials, and instructional procedures and policies.

**Encourage students to set goals.** Encourage students to set their own personal goals for study hall activities, assignments, test and quizzes, and awards and certificates. Students will feel able and confident when they feel in control of their own learning. Goal setting is in detail in the next section.

**Class Exercise  
Section Wrap-up**

Break the class into groups of 4-6 people. Try to assemble each group on the basis of type of course taught.

Have each group select a group leader who will briefly review the techniques for this section and lead a discussion on which techniques should be considered for implementation in their classrooms. Have the groups come up with other techniques that would increase students' sense of control over their environment. Results of the discussion should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

**Workshop Leader's Note**

Record the results and related discussion of the wrap-up exercise. This information will help you determine which techniques you should consider as part of your school's training system.

Personal Notes

## Sample Course Syllabus

**COURSE TITLE:** JOBS ELECTRONICS RATING STRAND

**MODULE TITLE AND NUMBER:** Study Skills 1.0

**INSTRUCTOR:** CWO J. Anderson

**COURSE DATES:** Nov. 26-30, 1990, Mon.-Fri. 2:30-5:30

**OBJECTIVES:** This course aims to provide the Navy trainee with several proven to be effective techniques to improve classroom performance.

**PASSING GRADE CRITERIA:** 75%

### **CLASS SCHEDULE:**

DAY	TOPIC
1	1.1 Concentration Management and 1.2 Managing Study Time
2	1.5 Memory Aids and Quiz (topics 1.1 and 1.2)
3	1.5 Test Taking and Quiz (topic 1.5)
4.	1.6 Test Taking
5	Review and Final Test (topics 1.1-1.3; 1.6)

#### IV. SETTING GOALS

##### **Workshop Leader's Note: Overview**

##### **A. Developing Goals**

- Short term/long term.
- Rules for goal development.
  1. Make the goals specific.
  2. Make the goals quantitative rather than qualitative.
  3. Include a time limit in the goal.
  4. Write goals down.
  5. Set ambitious, realistic goals.
- Developing a plan.
  1. State long term goals.
  2. State intermediate goals.
  3. State short term goals.
  4. State subgoals.
  5. Identify goal reaching procedures.

##### **B. Achieving Goals.**

- Creating success opportunities.
  1. Provide reprisal-free environment.
  2. Establish several levels of "passing performance."
  3. Focus on score improvements.
- Tracking student progress.
  1. Have students keep a personal record.
  2. Meet with students periodically.
    - Monitor progress.
    - Modify goals if necessary.

**Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

**Workshop Leader's Note**

Change to the next slide---- **SETTING GOALS: Working Definition**  
----slide number E-1

Slide

**SETTING GOALS: Working Definition**

**Helping students set and achieve specific class-related goals.**

**[Preliminary Sketch No. 8]**

Our fourth area of concern is: Setting Goals.

**Working Definition.** Setting goals refers to helping students establish and achieve specific class-related aims or objectives.

**Background.** Goal setting is an important and effective concept that research has shown to be extremely useful in improving the motivation and performance of students. Goals tell us where we are going, why we want to go there, and how we will get there. Establishing goals can cause events or actions that might otherwise never occur. These actions could then lead to future personal career success.

**Workshop Leader's Note**

Change to the next slide----- **SETTING GOALS: TECHNIQUES** ----  
slide number E-2

Slide

-----  
**SETTING GOALS-TECHNIQUES**

Emphasize:

- A. Developing Goals
  - B. Achieving Goals
- 

**Techniques.** Consider the following two techniques for setting goals:  
(1) Developing the goals, which includes a logical plan detailing how to get from point A to B, and (2) achieving these goals by using proven strategies.

Let's start with developing goals.

**Workshop Leader's Note**

Change to the next slide----- **A. Developing Goals** ----slide number E-3

Slide

-----  
**SETTING GOALS-TECHNIQUES**

**A. Developing Goals**

- Short term/Long term goals.
  - Rules for goal development.
  - Developing a plan.
-

## A. Developing Goals

Often the reason most people don't achieve their goals is that they really don't know how to develop them in the first place. Thus, the importance of properly developing goals cannot be overstated and should never be ignored. Developing goals includes three considerations: short term/long term goals, rules for goal setting, and developing a plan.

**Short-term/long-term goals.** The idea of goals frequently brings to mind long-term lifetime objectives. These objectives are usually too vague or too far into the future to be meaningful. In reality, short-term goals are more appropriate and compelling.

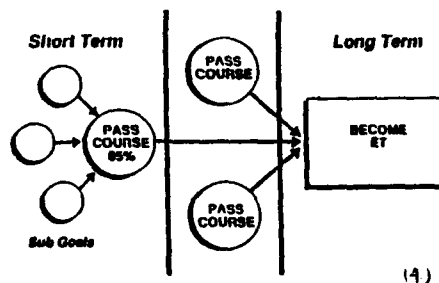
This next slide illustrates long-term and short-term goals or objectives.

### Workshop Leader's Note

Change to the next slide---- Short-term/Long-term goals ----slide number E-4

### Slide

#### SETTING GOALS ENHANCING TECHNIQUES *Developing Goals: Short Term/Long Term*



(4.)



On the right, we have a long-term goal--to become an ET--which is a career objective. In the center, we have an intermediate goal--to pass various courses--which lead to the career goal. On the left, we have the short term goal--pass the present course with 85%. We also have subgoals or events that will lead to the accomplishment of the short term goal.

An excellent strategy consists of having your students first establish their long term goals. From there, they can simply work backwards in time to determine the appropriate short term goals (e.g., classroom goals). These short term goals are the building blocks which, if concentrated on and achieved, will move the student closer to his or her desired future.

### **Workshop Leader's Note**

Change to the next slide---- **Rules for goal development----** slide number E-5

#### **Slide**

### **SETTING GOALS-TECHNIQUES**

#### **Rules for goal development.**

- Set specific goals.
- Set quantitative goals.
- Include a time limit in the goal.
- Write goals down.
- Set ambitious, realistic goals.

**Rules for goal development.** Goals serve as road maps--a detailed plan on how to get from point A to point B in a logical sequence. To develop this plan, we must follow these five rules:

**1. Set specific goals.** The more specific students make their goals, the more likely they are to achieve them. For example, don't set a goal to "do better in school." Instead, resolve to "improve your previous test score by 10 points."

**2. Set quantitative goals.** Don't promise that you'll "spend more time studying." Commit to "study at least 2 hours a day." The student needs to be able to determine if the goal was met. Other examples of quantitative goals are quiz and test scores, number of assignments completed, number of practice problems completed, time spent working on an exercise, and number of malfunctions identified or repaired.

**3. Include a time limit in the goal.** State when the goals should be met. For example, "I will finish this class in 6 weeks."

**4. Write goals down.** If it isn't in writing, it isn't a goal. It's just a dream. You need something on paper to refer to, to monitor your progress, and to modify your strategies if necessary.

**5. Set ambitious, realistic goals.** In other words, set goals that are out of reach but not out of sight. That is, so ambitious that they inspire, not so unrealistic that they discourage and disillusion, and certainly not so easy that they won't motivate.

**CONTINUE**

### **Workshop Leader's Note**

Reminder-Present the information below as written or in your own words.

**Developing a plan.** The last consideration is developing a detailed personal goal plan. Work with each student individually in designing a preliminary plan. This can be a difficult task to complete during the first day of the course. If the plan does not yield the desired results, revise it until it does. In fact, the plan should be revised every two weeks or so. This will take up instruction time, but will pay off in terms of improved student performance.

### **Workshop Leader's Note**

Change to the next slide---- **Developing a plan** ----slide number E-6

#### **Slide**

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### **SETTING GOALS-TECHNIQUES**

#### **Developing a plan.**

1. State long term goals.
  2. State intermediate goals.
  3. State short term goals.
  4. State subgoals.
  5. Identify goal reaching procedures.
- 

Now let's review the steps that your students should take in setting their goals. In helping the student, remember the five rules for goal development.

### **Workshop Leader's Note**

Pass out the sample personal goal plan for setting goals for the class to follow as you cover the steps.

Please follow the sample plan as I cover the steps for setting goals.

**1. State long term goals.** For example, "In 2 years, I will be an accomplished ET." Students may have to ask themselves what they would like for their life to be like in 2, 3, or 4 years. In addition, have the student describe precisely why this particular goal has been set. For example, "Becoming an ET will enable me to pursue an advance degree in electronics when I retire from the military." This should be a practice for both long, intermediate, and short term goals.

**2. State intermediate goals.** For example, "During the next 2 years, I will pass all of my courses with at least an 85% average. The accomplishment of this goal will guarantee that I will fulfill my ambition to become an accomplished ET in 2 years."

**3. State short term goals.** For example, "I want to pass this course with an 85% average. The accomplishment of this goal will bring me one step closer to satisfying my ambition to become an accomplished ET."

**4. State subgoals for each general goal.** For example, "I want to get 85% on my first quiz," "I want to complete all 10 assignment," "I want every major test score to be at least 5 points higher than the last." Multiple specific subgoals cause multiple actions and maximize the effort toward goal attainment. Remember to make all goals specific, ambitious, and quantitative.

**5. Identify procedures to reach each subgoal.** For example, "In order to get 83% on my first quiz, I must study 3 hours every night and go to the leaning center 2 times a week for 1 hour." Procedures, like objectives, should be specific and measurable.

### **Class Exercise**

Have two volunteers from the class come to the front and sit facing each other. One will play the role of a student; the other, the instructor. Have the two work together to develop a plan to move the student toward attaining his/her goals.

### **Workshop Leader's Note**

After these two are finished, have the class to discuss the plan and how it was developed.

**CONTINUE**

**Workshop Leader's Note**

Change to the next slide---- **B. Achieving Goals** ----slide number E-7 .

Slide

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**SETTING GOALS-TECHNIQUES**

**B. Achieving Goals**

- Creating success opportunities.
  - Tracking student progress.
- 

**B. Achieving Goals**

Developing ambitious, specific, and realistic goals is only a start, there are strategies you can use to help move the students toward their goals: creating success opportunities and tracking of student progress.

**Workshop Leader's Note**

Change to the next slide---- **Creating success opportunities** ----slide number E-8

Slide

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**SETTING GOALS-TECHNIQUES**

**Creating success opportunities.**

1. Provide reprisal-free environment.
  2. Establish several levels of "passing performance."
  3. Focus on score improvements.
-

**Creating success opportunities.** First, let's examine several ways to create a learning environment that would help move the student toward reaching their goals. When we covered the concept--in control--several suggestions were offered for creating success opportunities. Those suggestions are equally as important in helping your student to reach their goals. Three additional suggestions which are especially applicable to goal attainment are presented below.

**1. Provide a learning environment that is conducive to being challenged and failing without fear of reprisals.** Under such conditions, students will tend to set higher goals for themselves.

**2. Previously, I said that we should strive to establish realistic goals.** However, in the setting of these goals, we should keep in mind that no two students have the same ability. Therefore, **Every test or quiz should have several levels of "passing performance" (e.g., marginal pass, moderate pass, recognition pass, honors pass)** to help the student in establishing his or her realistic goals. **Avoid simple pass-fail grading.**

**3. Focus attention on goals that address improvement in scores (e.g., improved test performance, decreased time to troubleshoot a piece of equipment) rather than attainment of high absolute levels of performance.**

**CONTINUE**

### **Workshop Leader's Note**

Change to the next slide---- **Tracking student progress** ----slide number E-9

### **Slide**

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#### **SETTING GOALS-TECHNIQUES**

##### **Tracking student progress.**

1. Have students keep a personal record.
  2. Meet with students periodically.
    - Monitor progress.
    - Modify goals if necessary.
- 

**Tracking student progress.** The next step for helping the student in achieving their goals is to create mechanisms for tracking goal attainment.

Here are several suggestions:

1. Have the students refer to their Personal Goal Plan and record their progress in reaching their goals. **Allow time for students to review their goal plan daily and record their progress weekly.**

### **Workshop Leader's Note**

Distribute and discuss examples of the student tracking mechanisms that instructors can consider using.

2. Periodically, meet with your students individually to monitor their progress. This will enable you to suggest corrective measures. For example, you may detect:



- Problems with inadequate study strategies or habits. These problems and how to correct them have already been discussed during our coverage of the concept, in control.

- Overly ambitious goals. Chasing unobtainable goals throughout the course could be frustrating and could damage student self-esteem. At the same time, it's also important not to revise a goal at the first sign of trouble. You and the student simply have to make a judgment call.

- Unambitious goals. Goals that do not challenge the student are difficult to detect.

**It is your responsibility to detect and identify problems help the students adjust their goals.**

**Tell your students that succeeding through goal setting includes temporary setbacks.**

#### **Class Exercise**

The purpose of this exercise is to develop the student progress tracking systems.

Divide the class into groups of 5. Have each develop several mechanisms for tracking student progress. Following the exercise have one person from each group report the results to the class.

Personal Notes

## Personal Goal Plan

Student's Name: Julie Harris

Date: 13 June 1991

### Long Term Goal

In 2 years I will be an accomplished E.  
Reason: Becoming an ET will enable me to  
pursue an advance degree in electronics  
when I retire from the military.

### Intermediate Goal

During the next 2 years, I will pass  
all of my courses with at least an 85%  
average. Reason: This goal will guarantee that  
I will fulfill my ambition to become an ET in 24

### Short Term Goal

I want to pass this course with an 85%  
average. Reason: This goal will bring me one  
step closer to satisfying ambition to become  
an accomplished ET.

### Subgoal #1

I want to get 85% on my  
first quiz.

### Procedures to reach subgoal

1. Study 3 hours every night
2. Go to learning center 2 x's week for 1 h.
3. Go to a peer tutor 1 x a week.
4. \_\_\_\_\_

**Subgoal #2**

I want to complete all 10 assignments  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Procedures to reach subgoal**

1. Give 1 hour to assignments during study time
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
4. \_\_\_\_\_

# TRACKING SYSTEM EXAMPLE

Weekday Study Schedule Form for week of: 13 June

Goal-3 hours/day

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
0500-1500	Classes	Classes	Classes	Classes	Classes
1500-1600					
1600-1700					
1700-1800					
1800-1900		1			
1900-2000	1	1			
2000-2100	1	1	1		
2100-2200	$\frac{1}{2}$	$\frac{1}{2}$			
Hours Studied	$2\frac{1}{2}$	$3\frac{1}{2}$	1		
Target Hours	3	3	3	3	3

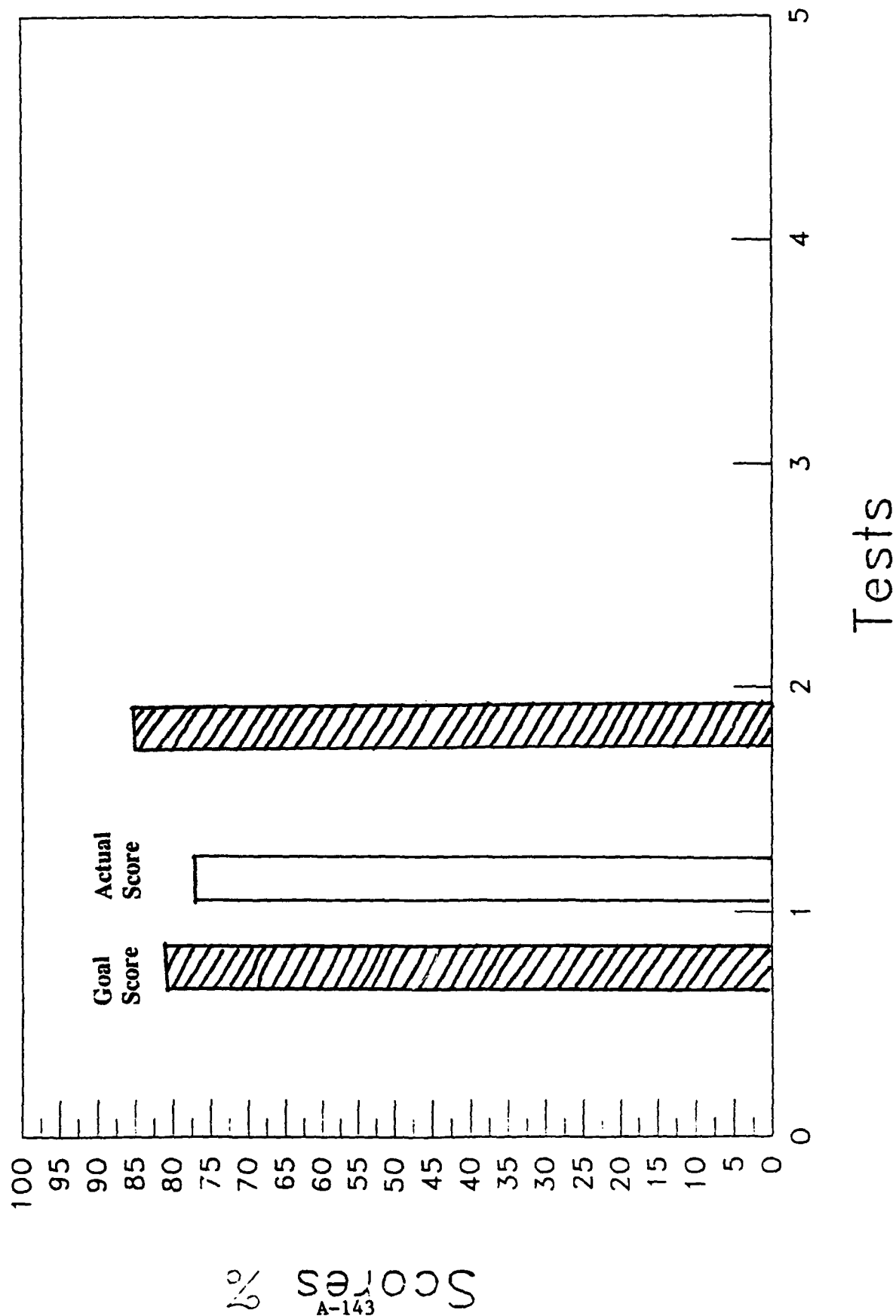
## TRACKING MECHANISM EXAMPLE

### Quizzes

	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5
Goal Scores	78%	78%	84%	84%	90%
Actual Scores	78.5%	80%			

TRACKING MECHANISM EXAMPLE

# TEST GOALS



**V. EFFORTS REWARDED**

**Workshop Leader's Note: Overview**

**A. Types of Rewards**

- Skill-building rewards.
- Competence rewards.
- Verbal rewards.
- Group rewards.

**B. Reward Guidelines**

- Reward the learning process as well as outcomes.
- Make the giving of rewards an integral part of goal achievement.
- Make records of achievement visible.
- Have a variety of records.
- Avoid the learning-aversive reward.



**Workshop Leader's Note**

Reminder: Present the information as written below or in your own words.

**Workshop Leader's Note**

Change to the next slide---- **EFFORTS REWARDED** ----slide number F-1

Slide

**EFFORTS REWARDED**

Reinforcing student accomplishments with rewards

[Preliminary Sketch No. 9]

We have covered four major motivational concepts. The motivational concern of the first concept was to capture student attention so that learning can occur.

The next three concepts dealt primarily with sustaining that attention. We covered techniques for making the training relative to future goals or needs, giving the student a sense of control over his or her learning process, and helping the student to set and achieve class and career goals.

Efforts Rewarded--the final concept-- deals with the satisfaction the student receives from the the learning experience.

**Working Definition.** Efforts rewarded refers to reinforcing student accomplishments with internal and external rewards.

**Background.** The satisfaction that a job has been well done can come from internal and external sources or rewards. Internal rewards are the student feelings of self-esteem and achievement that results from successfully completing a learning activity or putting newly acquired skills or knowledge to use. In fact, for many people, the rewards of achieving and the sense of accomplishment are the most powerful motivational forces of all.

External factors or rewards include certificates, oral praise, job advancement, class privileges, and class field trips.

Both types of rewards are very important to motivation. However, we will only be concerned with external rewards.

**Workshop Leader's Note:**

Change to the next slide----EFFORTS REWARDED----slide number  
F-2

Slide

-----  
**EFFORTS REWARDED-TECHNIQUES**

Emphasize

A. Types of Rewards

B. Reward Guidelines  
-----

**Techniques:** Our two areas of concern are: types of rewards that you can use and guidelines for how and when to give rewards.

First, let's examine different types of rewards you can use to reward your students for their accomplishments.

**Workshop Leader's Note:**

Change to the next slide---- **A. Types of Rewards** ----slide number F-3

Slide

**EFFORTS REWARDED-TECHNIQUES**

**A. Types of Rewards**

- Skill-Building Rewards.
- Competence Rewards.
- Verbal Rewards.
- Group Rewards.

**A. Types of Rewards**

Four general types of external rewards that you can use to motivate your students: skill building, competence, oral, and group rewards.

### **Workshop Leader's Note**

Change to the next slide---- **Skill Building Rewards** ----slide number  
F-4

#### **Slide**

#### **EFFORTS REWARDED-TECHNIQUES**

##### **Skill Building Rewards.**

1. Permission to use advanced CAI materials.
2. Opportunities to participate in hands-on projects.
3. Opportunities for on-the-job observations.

**Skill-Building Rewards.** Skill-building rewards encourage student advanced achievements and provide opportunities for achievements beyond class requirements. These rewards are especially applicable to students who need accelerated opportunities. Skill-building rewards that you may want to use are:

1. Permission to use advanced Computer-Aided Instructional (CAI) class related materials.
2. Opportunities to participate in hands-on projects.
3. Opportunities for on-the-job observations.

#### **Class Exercise**

Ask the class to think of additional types of skill-building rewards that could be used in their classes.

### **Workshop Leader's Note**

Change to the next slide---- **Competence Rewards.** ----slide number F-5

Slide

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#### **EFFORTS REWARDED-TECHNIQUES**

##### **Competence Rewards.**

1. Offering tutoring opportunities.
  2. Using student help during classroom demonstrations.
  3. Tracking the completion of extra assignments.
  4. Awarding certificates of achievement.
  5. Devising honor roll posters and plaques.
- 

**Competence rewards** Competence rewards emphasize or recognize student skill achievement. Examples are:

1. Offering students the opportunity to act as tutors. This technique not only serves to boost self-esteem, but also serves to reinforce the knowledge or skill levels of the tutor.
2. Using student help during classroom demonstrations. Students may perceive this as a sign of progress.
3. Tracking the completion of extra credit assignment on visible charts.
4. Awarding certificates of achievement.
5. Devising honor roll posters and plaques.

### **Class Exercise**

Ask the class to think of additional types of competence rewards that could be used.

**Verbal rewards.** Verbal recognition for achievements and oral encouragements are the easiest and most effective ways to increase student motivation. It's important to convey publically and individually expectations for good performance. Statements such as "I know you'll do well" or "I have faith in you" motivate students. Write personal notes to your students when they have done something particularly thoughtful or diligent. Send notes home to parents when your students have done something particularly well, have been extremely thoughtful or helpful, or have "gone the extra mile."

**Do not publicize poor performance.** Public embarrassment deflates drive and ego. Encourage students by focusing on what they have achieved rather than on what they have not.

**Group rewards.** You can give group rewards, such as field trips or site visits, to the entire class, groups of high achievers or students who have made considerable improvements. This strategy produces class cohesion as well as individual pride. The skill-building and competence rewards mentioned above can also be used for group awards. You can award group achievement with plaques, certificates, honor roll posters and charts.

**CONTINUE**

### **Workshop Leader's Note**

Reminder: Present the information below as written or in your own words.

### **Workshop Leader's Note**

Change to the next slide---- **Reward guidelines** -----slide number F-6 .

Slide

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### **EFFORTS REWARDED-TECHNIQUES**

#### **B. Reward Guidelines**

- Reward the learning process as well as outcomes.
  - Make giving of rewards a integral part of goal achievement.
  - Make records of achievement visible.
  - Have a variety of records.
  - Avoid the learning-aversive reward.
- 

#### **B. Reward Guidelines**

In setting up an reward system, there are several rules that you should be familiar with.

**Reward the learning process as well as outcomes.** This is particularly important for students who are not as prepared as the others. It is possible that, at the end of the course, these students may achieve only a basic, but adequate understanding of the course concepts. This student may work very hard to achieve this level and it would be difficult to compare their achievement with that of others starting the course better prepared. Therefore,

reward all students for both the effort in leaning and relative gains made, as well as for their absolute achievements on their assignments and exams.

**Make the giving of rewards an integral part of goal achievement.** Reward the student for accomplishments toward meeting their class goal. Reward the attainment of test scores, quiz scores and improvement scores. Certificates of achievement, honor roll posters, and plaques are especially appropriate for rewarding the attainment of class goals and subgoals. These types of awards focus attention on the goals and promote continual progress toward goal attainment.

**Make records of achievement visible.** The more visible they are the more likely it is that students will aspire to achieve. Place charts, award plaques, honor rolls, and posters in hallways, conference rooms, and lounges.

**Have a variety of records.** The greater the variety of records and the greater the opportunity for having achievements publically recorded, the greater the proportion of student likely to show interest in achieving goals.

**Avoid the learning-aversive reward.** This type of reward implies that leaning is an undesirable activity and to escape from it is a reward. Examples of this type of reward are: assignment exemptions, text/quiz exemptions, and class exemptions.

**CONTINUE**



**Class Exercise**  
**Section Wrap-up**

Break the class into groups of 4-6 people. Try to assemble each group on the basis of type of course taught.

Have each group select a group leader. Responsibilities of the group leader are to briefly review with their group the four types of rewards covered in this section and any additional ones suggested during the workshop. Have the group leader then lead a discussion on which ones should be considered for implementation in their classrooms. Results of the discussions should be recorded by the group leader.

Following the group discussions, have each leader present the results to the entire class. Encourage open discussion at this point.

**Workshop Leader's Note**

Record the results and related discussion of the wrap-up exercise. This information will help you determine which techniques you should consider as part of your school's training system.

Personal Notes

## CONCLUSION

This completes our workshop. You should now be able to identify characteristics associated with student motivation and be able to apply various techniques designed to increase student motivation.

Implementing these techniques in your classroom is not going to be easy. It will take time and creativity on your part. The results, however, should be rewarding for the student, you and the Navy.

If motivational problems are resolved, students will work harder, achieve more in a shorter time and enjoy learning. Since attrition is a major concern within the Navy training, these traits will certainly be welcomed.

The next step is for me to take the results of our class and group discussions and set up a draft plan of which techniques will be integrated into our training system.

I will be meeting with you on an individual or group basis to discuss and finalize the plan to meet your specific needs.

You now have the skills and knowledge to eventually activate the plan.

Thank you for your participation

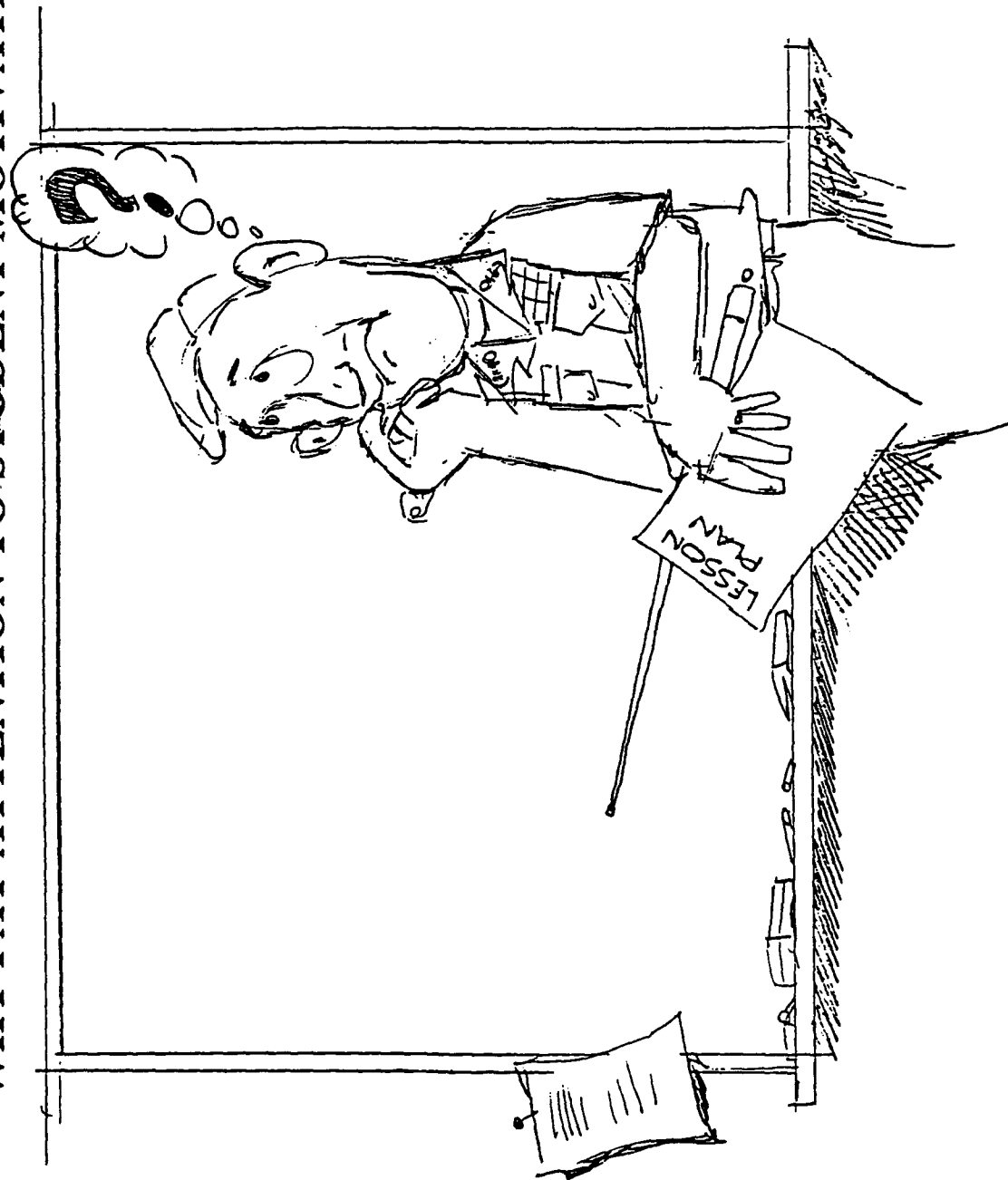
If you do want to get started right away with using some of these techniques and have any questions, drop by my office.

**[END OF WORKSHOP]**

APPENDIX A

Hardcopies for Importance of Workshop

# WHY PAY ATTENTION TO STUDENT MOTIVATION



A-1

PRELIMINARY SKETCH NO. 2

## **REASONS WHY STUDENT MOTIVATION IS IMPORTANT**

### **Student Motivation Increases**

- Attention.
- Interest.

### **Which in Turn Increases**

- Student participation.
- Student class achievement and performance.
- Student satisfaction.
- Job performance.

## **ERRONEOUS ASSUMPTIONS**

**A. Students are either motivated or not motivated.**

**Nothing can change this.**

**B. There is not enough time to deal with irrelevant topics like motivation.**

**C. Students cannot be motivated to learn technical subject matter.**



## **THE TRUTH ABOUT ERRONEOUS ASSUMPTION:**

**Students are either motivated or not motivated.**

**Nothing can change this.**

**Instructors CAN increase student motivation by:**

- Increasing student attention.
- Making course relevant to future needs.
- Creating sense of student being in control.
- Encouraging students to set goals.
- Rewarding efforts.

## **THE TRUTH ABOUT ERRONEOUS ASSUMPTION:**

**There is not enough time to deal with irrelevant topics like  
motivation.**

### **Motivated students:**

- Speed up the course pace and same time and money.
- Retain more.
- Achieve more.

A-5

## **THE TRUTH ABOUT ERRONEOUS ASSUMPTION:**

**Students cannot be motivated to learn  
technical subject matter.**

**Research has shown that:**

- **Every subject can be interesting if motivational techniques are considered.**

A-6

**APPENDIX B**  
**Hardcopies for Attention**

**ARISE!**

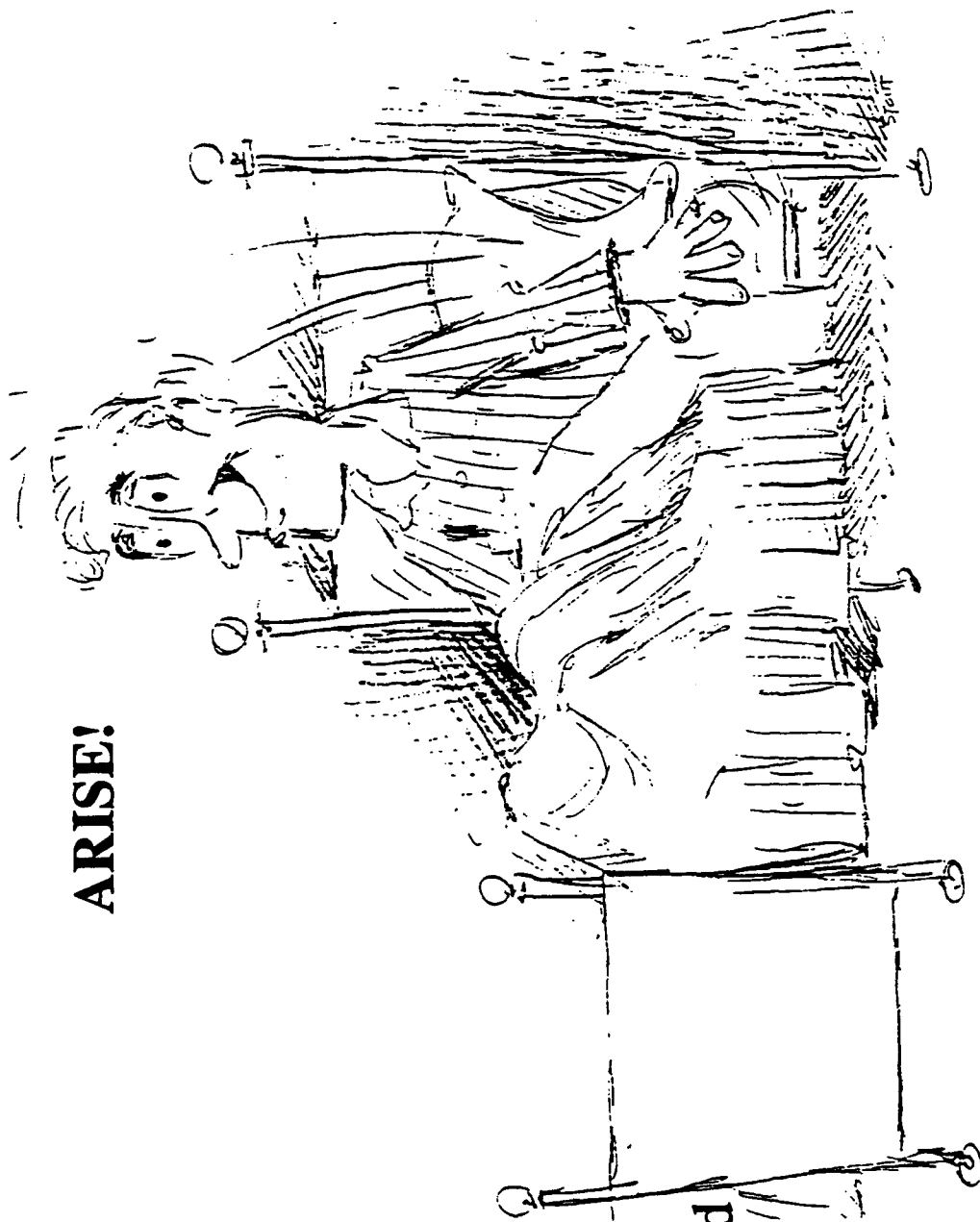
**A**ttention

**R**elevance

**I**n control

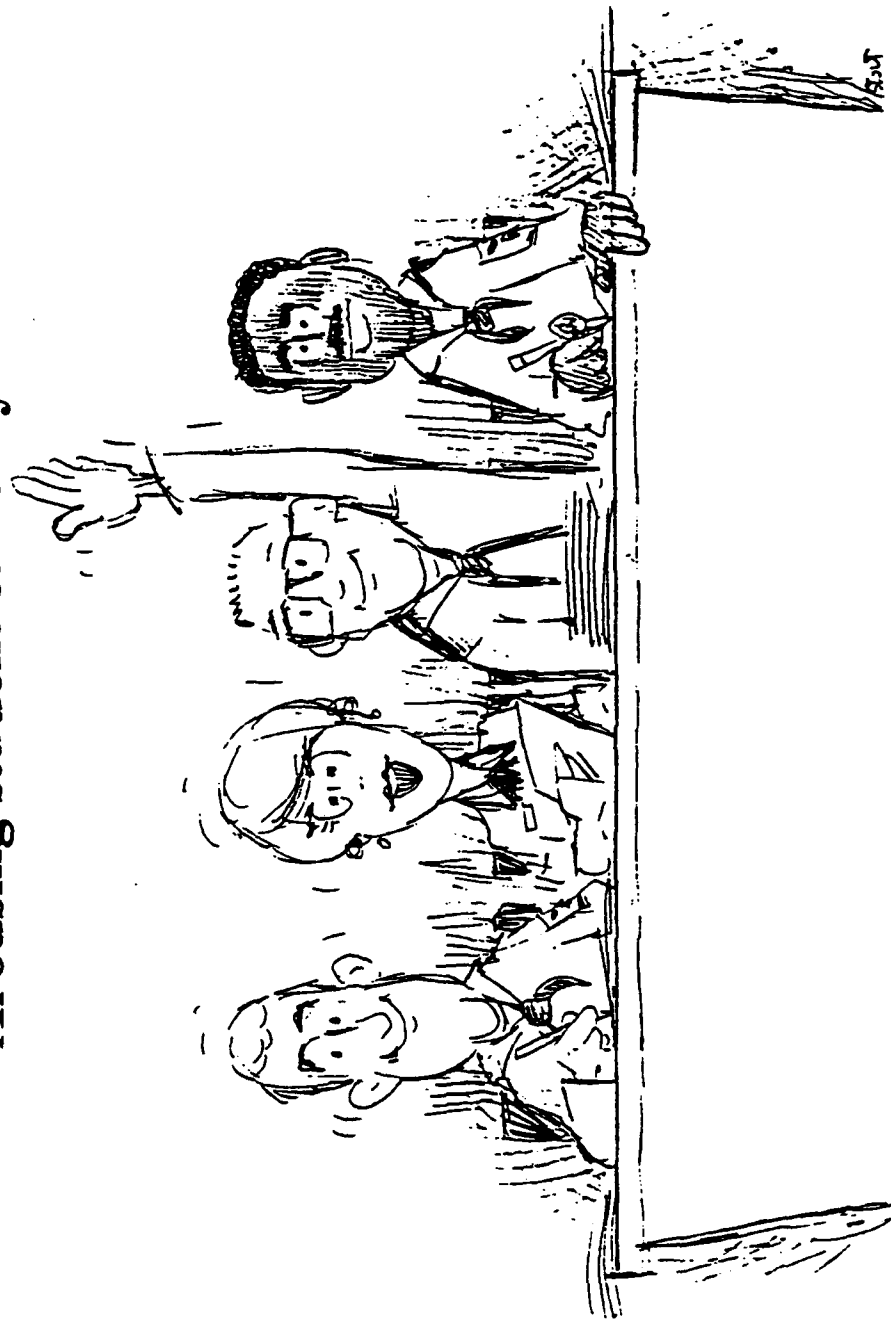
**S**etting goals

**E**fforts rewarded



B-1

# Arousing student curiosity



5-2

## ATTENTION-TECHNIQUES

### Emphasize:

A. Student/Instructor Interactions

B. Learning Environment

C. Classroom Applications

## ATTENTION-TECHNIQUES

### A. Student/Instructor Interactions

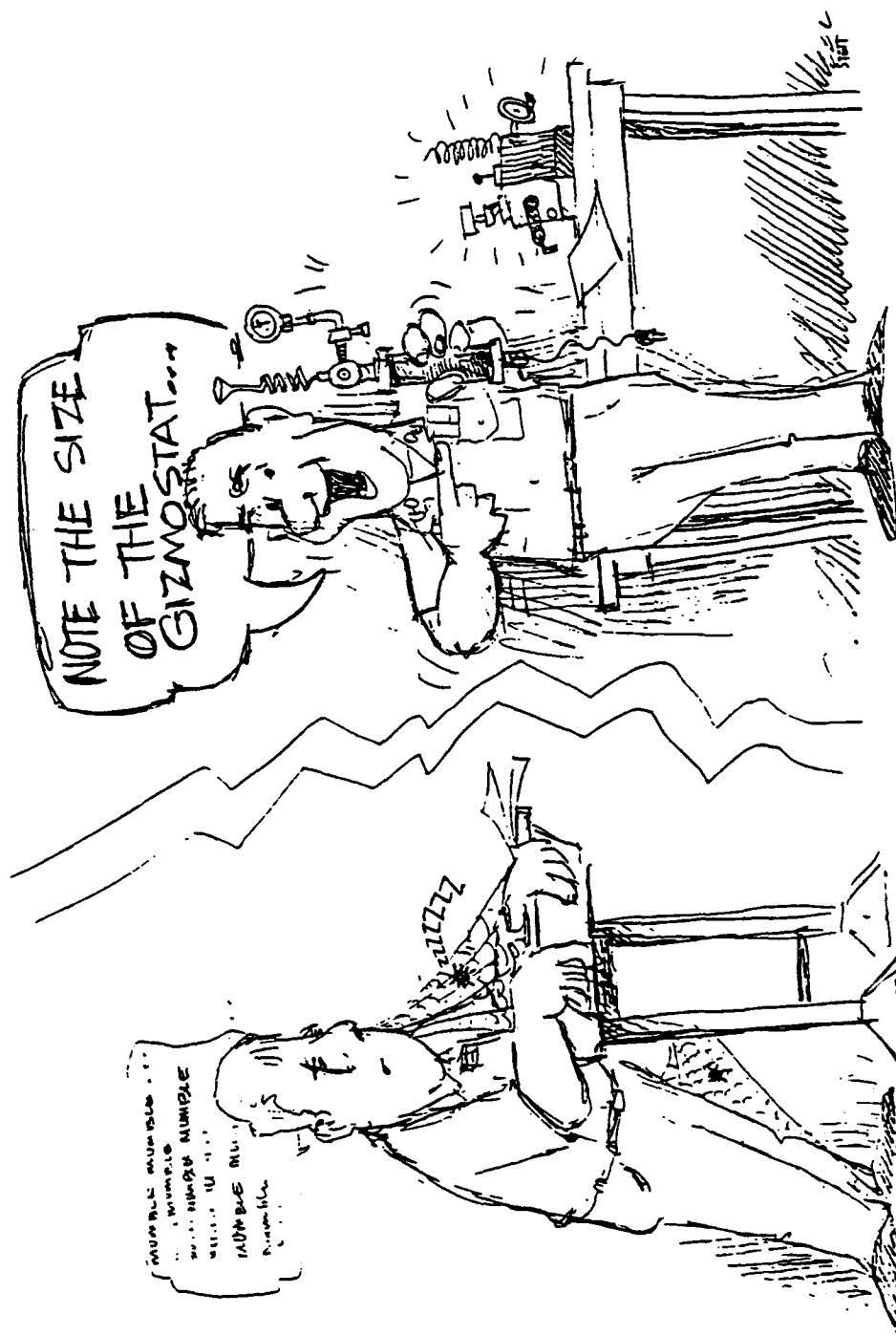
- Address students by name.
- Use your voice effectively.
- Use positive body language.
- Capitalize on student diversity.

B-4



# ATTENTION-TECHNIQUES

## Positive Body Language



B-5

PRELIMINARY SKETCH NO. 5

## ATTENTION-TECHNIQUES

### B. Learning Environment

- Non-threatening.
- Challenging.
- Interesting.
- High expectations.
- Unpredictable.

## **ATTENTION-TECHNIQUES**

### **C. Classroom Applications**

- Start with questions.
- Address questions to specific students.
- Tell relevant stories.
- Encourage student participation.
- Vary sequence.

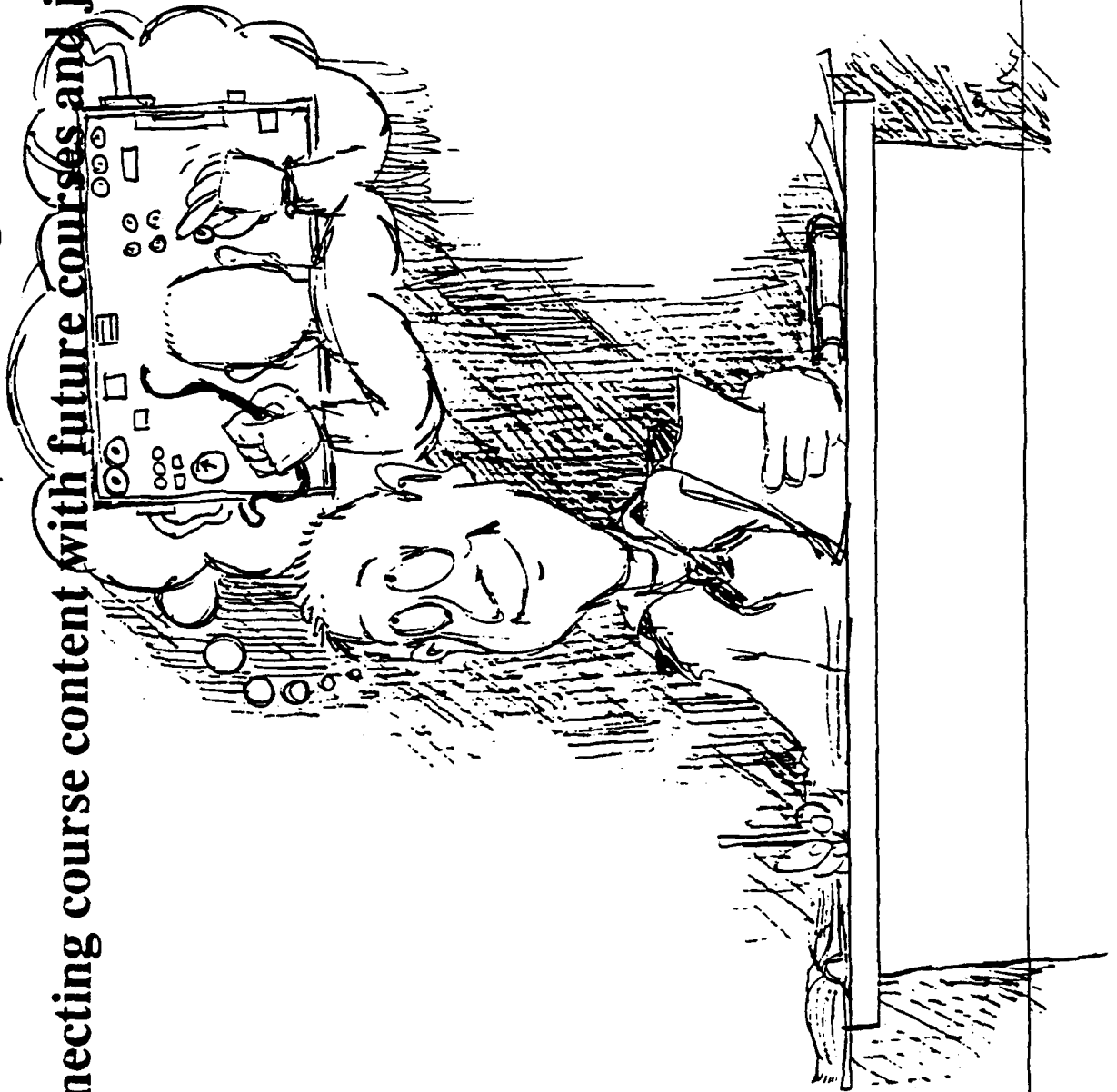
B-7

## **APPENDIX C**

### **Hardcopies for Relevance**

## II. RELEVANCE: Working Definition

Connecting course content with future courses and job assignment.



## RELEVANCE-TECHNIQUES

### Emphasize:

A. Training Relevance

B. Navy Job Relevance

C. Future Career Relevance

0-2

## RELEVANCE-TECHNIQUES

### A. Training Relevance

- Arrange for viewing of equipment.
- Set up student/student interactions.
- Relate subject matter to known concepts.

## RELEVANCE-TECHNIQUES

### B. Navy Job Relevance

- Link subject matter to tasks.
- Invite speakers.
- Show videos/films.
- Arrange field trips.



## RELEVANCE-TECHNIQUES

### C. Future Career Relevance

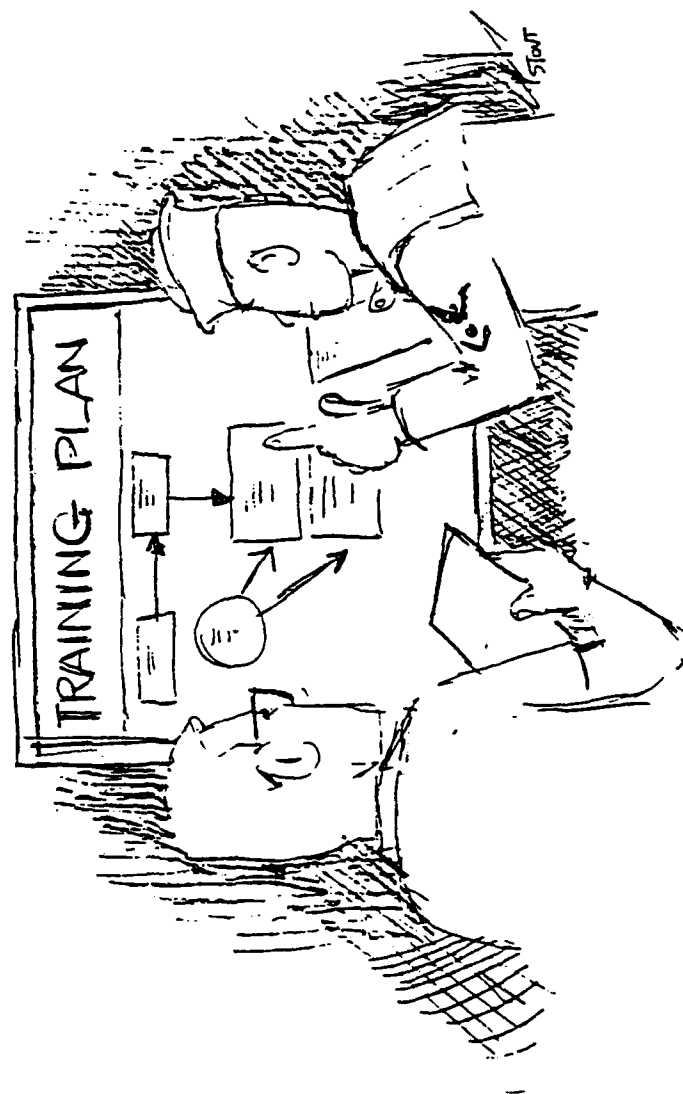
- U.S. Navy Apprenticeship Program.
- Navy Campus Program.

APPENDIX D

Hardcopies for In Control

### III. IN CONTROL (CONFIDENCE-BUILDING TECHNIQUES)

Creating an environment in which students will have a sense of control over their learning process.



# IN CONTROL-TECHNIQUES

## Emphasize:

A. Success Opportunities

B. Student Ownership

## IN CONTROL-TECHNIQUES

### A. Success Opportunities

- Make course requirements clear.
- Make course requirements attainable.

## IN CONTROL-TECHNIQUES

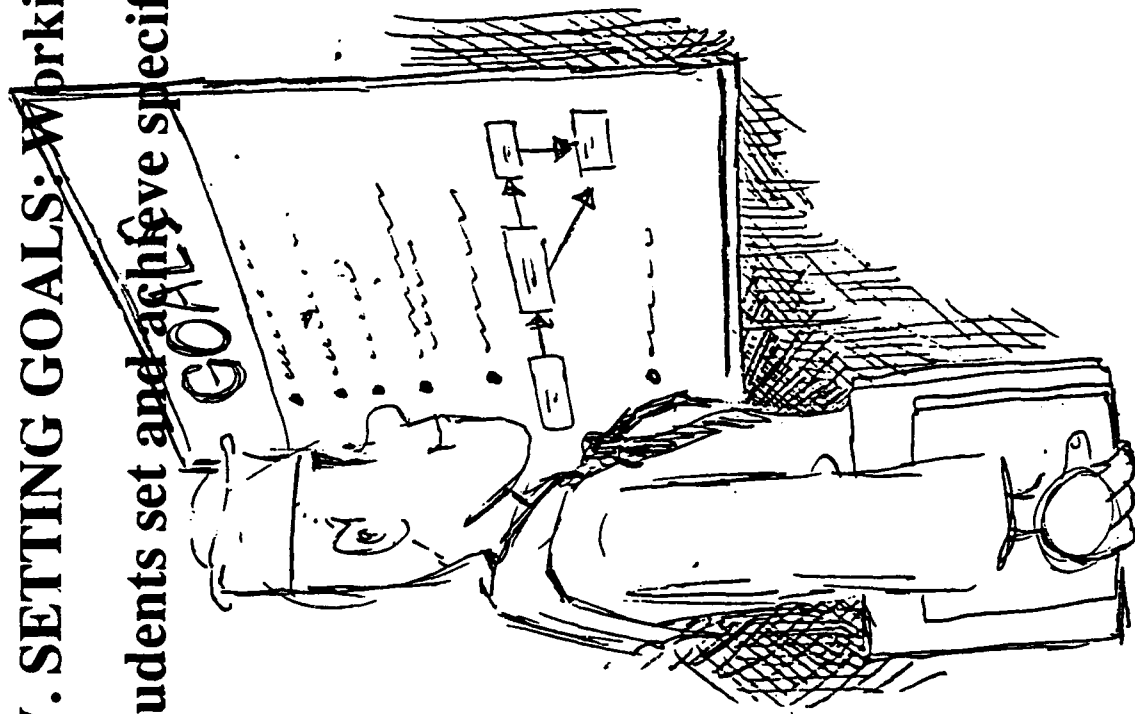
### B. Student Ownership

- Allow self scoring.
- Provide class options.
- Solicit suggestions/criticism.
- Encourage students to set goals.

**APPENDIX E**  
**Hardcopies for Setting Goals**

#### IV. SETTING GOALS: Working Definition

Helping students set and achieve specific class-related goals.



E1



## SETTING GOALS-TECHNIQUES

**Emphasize:**

A. Developing Goals

B. Achieving Goals.

E-2

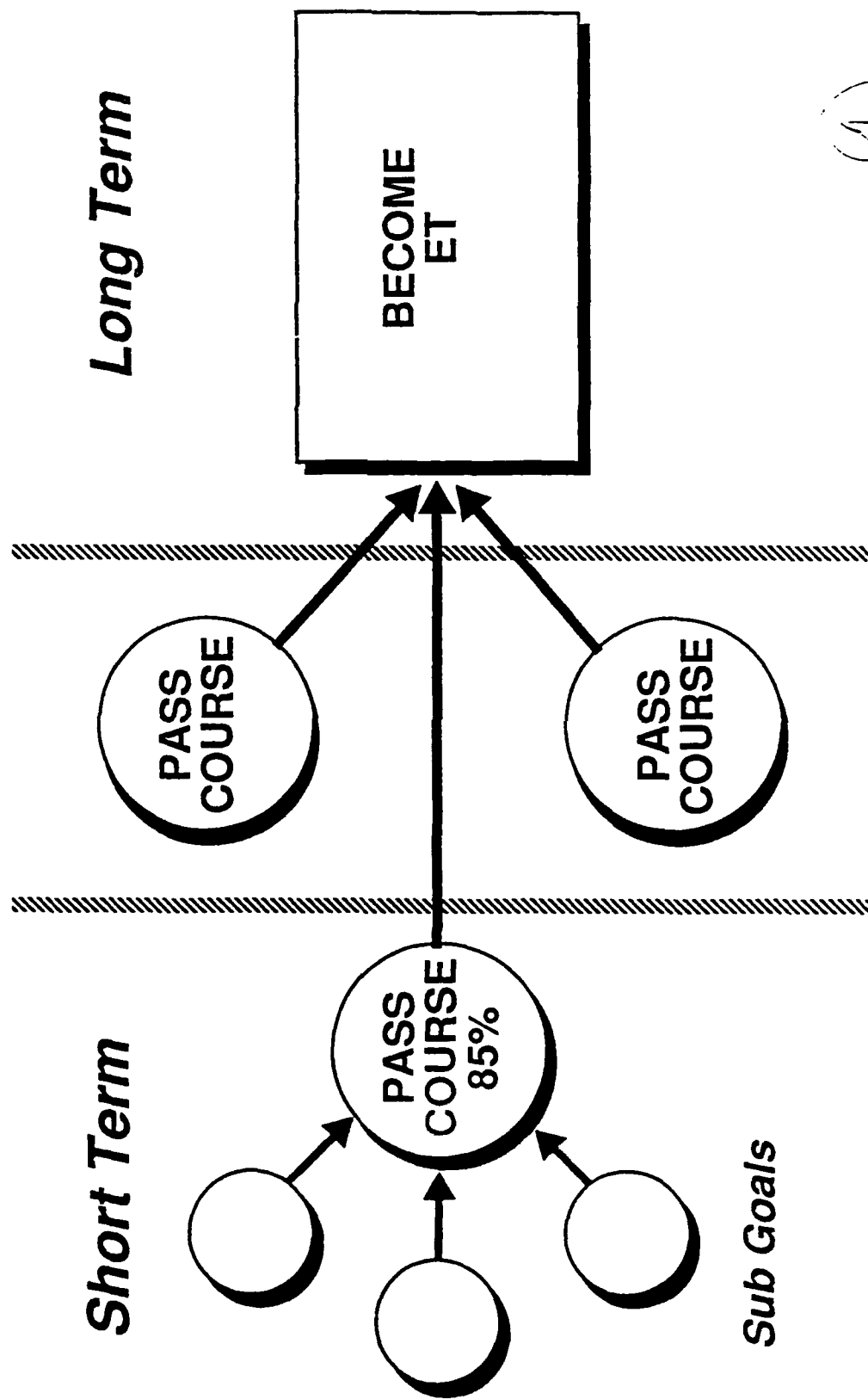
## SETTING GOALS-TECHNIQUES

### A. Developing Goals

- Short term/Long term goals.
- Rules for goal development.
- Developing a plan.

# SETTING GOALS ENHANCING TECHNIQUES

*Developing Goals: Short Term/Long Term*



E-4

A-231

(4.)

E-4

## SETTING GOALS-TECHNIQUES.

### Rules for goal development

- Set specific goals.
- Set quantitative goals.
- Include a time limit in the goal.
- Write goals down.
- Set ambitious, realistic goals.

A-5

## SETTING GOALS-TECHNIQUES

### Developing a plan.

- State long term goals.
- State intermediate goals.
- State short term goals.
- State subgoals.
- Identify goal reaching procedures.

## SETTING GOALS-TECHNIQUES

### B. Achieving Goals

- Creating success opportunities.
- Tracking students' progress.

## SETTING GOALS-TECHNIQUES

### Creating success opportunities.

- Provide reprisal-free environment.
- Establish several levels of "passing performance."
- Focus on score improvements.

## SETTING GOALS-TECHNIQUES

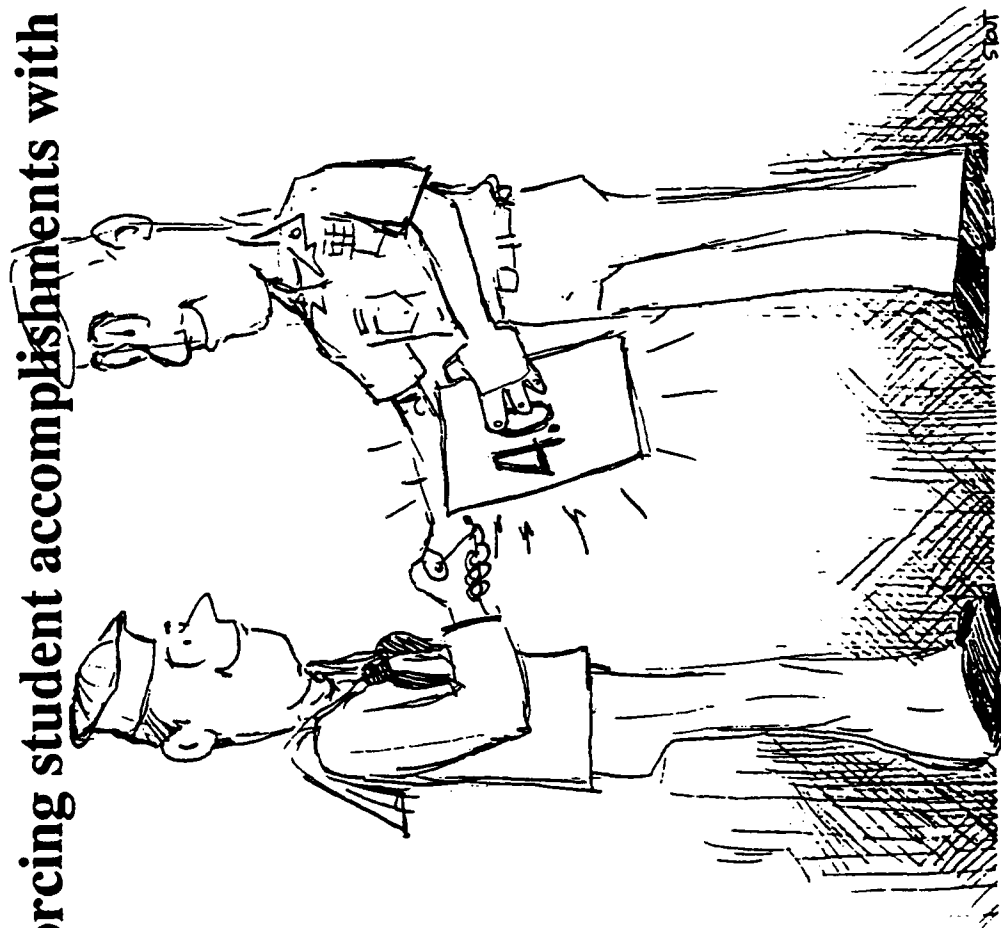
### Tracking students' progress.

- Have students keep a personal record.
- Meet with students periodically.
- Monitor progress.
- Modify goals if necessary.



# V. EFFORTS REWARDED: Working Definition

## Reinforcing student accomplishments with rewards



F-1

PRELIMINARY SKETCH NO. 9

# **EFFORTS REWARDED-TECHNIQUES**

## **Emphasize:**

A. Types of Rewards

B. Reward Guidelines

F-2

## **EFFORTS REWARDED-TECHNIQUES**

### **A. Types of Rewards.**

- Skill-Building Rewards.
- Competence Rewards.
- Verbal Rewards.
- Group Rewards.

## **EFFORTS REWARDED-TECHNIQUES**

### **Skill Building Rewards.**

1. Permission to use advanced CAI materials.
2. Opportunities to participate in hands-on projects.
3. Opportunities for on-the-job observations.

F-4

## **EFFORTS REWARDED-TECHNIQUES**

### **Competence Rewards.**

1. Offering tutoring opportunities.
2. Using student help during classroom demonstrations.
3. Tracking the completing of extra assignments.
4. Awarding certificates of achievement.
5. Devising honor roll posters and plaques.

F-5

## **EFFORTS REWARDED-TECHNIQUES**

### **B. Reward Guidelines**

- Reward the learning process as well as outcomes.
- Make giving of rewards a part of goal achievement.
- Make records of achievement visible.
- Have a variety of records.
- Avoid the learning-aversive reward.

F-6

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